
Prosperity Works Prosperity Kids – Española Valley Program Evaluation Report

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Prosperity Kids Española Valley Evaluation Report

PROJECT DESCRIPTION

Prosperity Works collaborates with the Home visiting programs in Rio Arriba County to increment the support to parents with newborn to three-month-old child in Española Valley. Las Cumbres Community Services, Presbyterian First Born, and the YDI/CYFD Visitation Programs provide the connection to the families for the Prosperity Kids Program in Española Valley. Guadalupe Credit Union is the local financial institution that handles the bank child matched savings account and financial coaching.

Prosperity Kids funded **child matched savings** account with \$100 for mothers who apply for their newborns and \$150 **child matched savings** account for mothers who apply for their unborn child.

Prosperity offers the option, as well, to open an **emergency savings account** for the parent, with a single deposit of \$100.

Prosperity Kids continues to add \$50 per quarter to the **child matched savings** account that the participant remains active in the Home Visiting program.

Prosperity Kids partnered with Guadalupe Credit Union to provide financial one-on-one coaching and a financial literacy group class.

Intended Beneficiaries

Prosperity Kids intends to give parents of newborn children a head start in preparing, both mentally and financially, to send their children to college. The program intends for the entire family unit to benefit. In working towards this goal, the program collaborates with Guadalupe Credit Union to provide financial coaching and an emergency savings account for the parents.



EVALUATION PURPOSE

The purpose of this program evaluation is to understand if the Prosperity Kids program participation helps modify behaviors for the family's economic well-being and ability to plan and hope for future college education. A secondary purpose is to ascertain whether participation in the Prosperity Kids Program improved the Home Visiting Program participation.

This evaluation study attempts to answer the following evaluation questions:

- 1) Are the activities implemented as planned?
- 2) What are activity implementation challengers/barriers and successes?
- 3) How do financial coaching pieces fit with the Home Visiting Program coaching program?
- 4) Is there value in adding financial support services to the Home Visiting Program to increase effectiveness?
- 5) Does implementing the Prosperity Kids program increase family engagement and attendance consistency and/or longevity for Home Visiting Program?

BRIEF FINDINGS

COVID-19 Program design, COVID pandemic, and Home Visiting program staff changes conspired to inhibit adequate data collection required to answer the research questions. This evaluation report answers questions based on available evidence at the time of evaluation, both in the database, and answered in participant surveys. Few participants participated in the evaluation survey and interviews. Additionally, most respondents skipped survey questions related to the one-on-one financial coaching and financial literacy class because they had not participated in those activities by the time of evaluation. This is apparent by the different respondent numbers (N) for different questions. Pivot Evaluation is willing to reanalyze results as more data becomes available.

1) Are the activities implemented as planned?

Enrollment was not possible at the beginning of the program due to low numbers of eligible families, followed by staff turnover in the home visiting programs, followed by the COVID pandemic. Activities dependent on opening the child matched savings bank account were halted as well. One-on-one coaching was limited during COVID, and group sessions were not offered until at least 20 people were enrolled in the program and were dependent on the COVID situation. The first group session took place mid-December, 2020.



2) What are activity implementation challengers/barriers and successes?

Enrollment

Given the global situation that disrupted so many activities nationwide for the greater part of 2020, the enrollment of 26 people is a success.

Behavior Change

Survey respondents reported some changes in behavior, including 50% of respondents reporting that they increased the frequency of thinking about saving money (Table 11) and 67% of respondents reporting the frequency with this they have conversations about budgeting and saving (Table 12).

Attitude Change

All respondents reported setting college goals for children (Table 9). All respondents reported confidence that savings plans will support them to send their child to college. Two thirds of respondents report that their plans for sending their children to college changed after participation in the Prosperity Kids program.

Barriers and Challenges

Ability to see people in person became a barrier after the pandemic started in March, 2020. Home Visiting Program staff turnover presented a challenge that slowed down the enrollment of new participants. Home Visiting staff overload presented an additional challenge for outreach and enrolling new families.

Challenges that inhibit participant engagement included transportation, childcare, and unclear idea of how the Prosperity Kids program works. A particular challenge is an initial lack of participant interest in financial coaching.

3) How do financial coaching pieces fit with the Home Visiting Program coaching program?

The financial coaching activities are separate from the Home Visiting programs. However, it appears that some respondents thought of the two pieces of the program as one and the same. Some of the participants' confusion was apparent in the interview process. When the interviewer asked questions about benefits or knowledge learned through the Prosperity Kids program, particularly the economic education, some participants answer by talking about benefits related solely to the Home Visiting program. Additionally, some survey respondents reported not receiving financial



coaching or attending a class but proceeded to give feedback on those activities later in the survey.

The Following questions could not be answered because the database does not contain sufficient data for multiple quarters for participants. However, for the limited respondents for which we had data for one quarter, participants reported multiple positive findings associated with behavior change and savings.

- 4) Is there value in adding financial support services to the Home Visiting Program to increase effectiveness?**
- 5) Does implementing the Prosperity Kids program increase family engagement and attendance consistency and/or longevity for Home Visiting Program?**

PROGRAM DESCRIPTION

The Española Valley has been home to generations of Hispanic and Native American communities. Today, those communities boast long-standing traditions. However, the unique history, geography and demographics also resulted in challenges that affect families' ability to thrive. High poverty rates, due in part to a lack of consistent, local, sustainable industries have affected people's style of living for decades. Members of rural communities often face commuting requirements to the Santa Fe, the largest metropolitan area. Aside from facing current economic challenges that force many to live paycheck to paycheck, and a strong opioid crisis, the community's ability to receive any institutional support is handicapped by mistrust of institution. A driving challenge in the area is historical institutional racism. The remnants of Northern New Mexico rural community historical oppression continue to affect the relationship between the community members and organized institutions. While the historical oppression is mentioned in Native communities, it is not mentioned as much in the Hispanic communities. Reluctance to seek support services is evident in various sectors, including support with opioid abuse and poverty.

Any support effort in the area, especially those led by entities outside of Northern New Mexico must be cognizant of the history. Prosperity Works addresses this history by working with local organizations, systems, and individuals, using the Prosperity Kids program to complement other programs that support families in other areas to boost participation in those partner programs and together create a more well-rounded support for families. Prosperity Works partnered with Guadalupe Credit Union and



three family home visiting programs to bring a matched savings account for children and financial education to parents:

- Youth Development Inc/CYFD Visitation programs,
- Presbyterian First Born Program, and
- Las Cumbres Community Services

Home visitors provide the first point of contact with families for both the Home Visiting Programs and the Prosperity Kids Program. Home visitors inform families about the Prosperity Kids Program and help them complete the application form. Participating parents were instructed to go to the collaborating financial institution to open a matched savings account for their children and an optional emergency savings account for themselves. As the program progresses with more participants, the financial institution staff holds group financial lessons and provide one-on-one financial coaching.

Planned Process

The proposed Prosperity Kids program implementation begin with the Home Visitors, who provide qualifying parents with information, hand out the forms, and forward the forms to the Prosperity Works staff. The Home Visitors give the participants instructions to make an appointment with the participating financial institution to open their child matched savings bank accounts. When the participants go to Guadalupe Credit Union with their Prosperity Kids paperwork, the Guadalupe Credit Union staff open the children’s matched savings accounts and the optional emergency savings account for the parents who choose to open one.

The Credit Union staff proceed to give a group financial literacy training and one-on-one financial mentorship. The Credit Union has a staff member dedicated to the financial coaching to improve credit and offer information about financial services, including information about what they can do with different types of bank accounts, who offer coaching via video chat during COVID.

DETAILED PROCESS EVALUATION FINDINGS

Program staff faced several challenges to the implementation of the Prosperity Kids Program in Española. Prosperity Works collaborates with three Home Visiting programs. Each of the programs faced staff turnover at different times during the program implementation. Additionally, Home Visitors faced capacity challenges, as the initial stages of the program fell on them to implement, and their schedules were already at max capacity fulfilling their Home Visiting program duties. The workload



challenges affected not only the home visitors' ability to promote the program or support more enrollees but also affected their ability for planned continuous record keeping with Prosperity Works.

Participant and Collaborator Description of Process Flow

In order to understand what participants experienced relative to the program plan Evaluators developed interviews that highlighted the different stakeholders' knowledge and understanding about the implementation process. We'll present result in the following order:

Home Visitors

- Initial contact with potential program enrollees
- Support in completing the Prosperity Kids application form
- Send documentation to Prosperity Kids staff and refer the participant to Guadalupe Credit Union

Credit Union Staff

- Open a Matched Savings Account for the child & siblings, if applicable
- Offer and open an Emergency Savings Account for the parent (optional)
- Refer the participant to the financial coach
- Financial coach contacts the participant for one-on-one mentorship sessions
- Once have at least 20 participants, hold a financial literacy group session

Home Visitors

Home Visitors understand their role in enrollment and maintaining documentation continued participation in the Home Visiting program so that the participants can get their quarterly funds deposited in their children's matched savings accounts.



Credit Union Personnel

The bank operation staff's implementation role begins with the receipt of a letter that states that a person is eligible, although the bank staff are unclear of the eligibility process. Sometimes the clients walk in with the letter in hand.

"We open the account, we ask questions about how they are doing and get them scheduled with a coach, especially if underbanked or don't have other bank services so they know we have free services. We have follow-up calls within 3 days; sometimes people have questions."

In addition to opening the child matched savings accounts and setting them up with Prosperity Kids-specific training,

Guadalupe Credit Union attempts to create a relationship with Prosperity Kids participants as they do all their clients and community members; Guadalupe Credit Union actively seeks to empower not only their clients, but the community as a whole. The Credit Union provides the same services for Prosperity Kids program participants as they do for the many other community empowering programs they collaborate on to improve the families' well-being.

The Guadalupe Credit Union staff awareness of the particular challenges that the local community members face in Northern New Mexico propels them to fastidiously maintain relationships with all clients, new and existing. The staff integrate the Prosperity Kids participants into their full program, which includes following up with each client within 3 days to let people ask questions they may have not thought of at the initial meeting and the child matched savings account opening. The staff follow up weeks later to talk about lending.

Once the child matched savings account is opened, the Guadalupe Credit Union staff refer the participant to the bank financial coach automatically if the client is interested and chooses to opt into financial coaching. The financial coach calls the participants to schedule an appointment. The financial coach reported one instance in which the participant took the initiative to call first to make the appointment. An hour-long one-on-one session starts with the staff member entering the participant's financial information and reviewing their credit to discuss short and long term goals.

Once 20 people are signed up, the financial institution hosts a financial literacy class. Participant enrollment was lower than expected due to Home Visiting staff turnover, available eligible home visiting participants, and the COVID pandemic. The program did not reach 20 participants until the end of calendar year 2020. Therefore, Guadalupe Credit Union has only hosted one such session on December 22, 2021.



Program Implementation Challenges

Organization and agency distrust poses a potential challenge to participating in support programs like the Home Visiting and Prosperity Kids programs.

Opening a child matched savings account

Participants may face multiple challenges to opening a matched savings account. The first point of contact with the financial institution is the phone call to schedule an appointment to open an account. However, oftentimes, they do not show up to open the account. While the staff do not have a clear idea of the reasons, transportation could be one of the issues. The staff did mention that during normal times, they would probably offer to go to the client's home to improve participation, but COVID makes that option impossible since March 2020.

Normally, the participant must make an initial call to make an appointment and bring their Prosperity Kids documents, as well as a copy of the child's social security card to open the child's match savings account (Table 1). The participant must also provide the program documentation to show in which Home Visiting program they participate. However, the Presbyterian First Born program does not provide participant contact information; the clients simply walk in and mention they are with that program. Without having previous contact to talk about the Prosperity Kids program and required documentation, some clients walk in without any of the requirements, and the staff don't have their information or with what program they are affiliated, making the process more time-consuming.

Table 1. Challenges to opening a matched savings bank account.

Challenges	Technical Difficulties
Ability to reach the participants	Immigrant population in Rio Arriba - some credit unions open to ITIN numbers, some are not.
Transportation (to bank)	Keeping them engaged, maintaining updated contact information.
Unexpected wait times for walk-ins	Lack of required documentation at the first visit to open account.

Ideally, the participant makes an appointment to open a child matched savings account, then comes into the Credit Union with a copy of their child's social security card and documentation to show in which program they are participating. However, Credit Union staff state that this is not always the case. Participants sometimes walk in and simply say they are part of one of the programs and may not have the required



documentation for eligibility. For the Family First Home Visiting Program, the bank staff do not have any contact information; their program participants simply state they are with that program. The Head Start Program is the only one to provide the clients with a letter as an official hand-off referral document. This creates an extra step for the staff and the participants, as the participants must leave and come back with the proper documents.

The respondents did not report having many difficulties in opening a bank account. Difficulties they did report involved having full understanding of how the matched bank accounts work with Prosperity Works, including having the ability to or knowing how to make deposits, waiting for the Social Security number, and the bank staff were not, yet, well-informed of the program and process (Table 2).

Table 2. Participant Survey: Please indicate if the following program activities to open your child’s matched savings account was easy or difficult.

	Easy	Difficult	Number
Understanding how the program worked	100%	0%	4
Finding the bank location	100%	0%	4
Finding the bank officer who could help me with the account	100%	0%	3
Having the needed documentation to open my child's account	100%	0%	3
Getting information in my preferred language	100%	0%	3
Other: Didn't know when to put money in there could not take it out. They didn't explain that to me. I thought I could take it out but I couldn't. Same rules Apply. All they gave me was the account number. Prosperity Kids would have to give consent and amount.	25%	0%	4
Other: In the beginning when the program was a little complicated. The bank changed once and then the person at the correct bank did not know what was going on, now everything is going smooth.	25%	0%	4
The only thing was waiting for Social Security	25%	0%	4



One-on-one financial coaching

Staff described potential challenges that inhibit a participant's ability to attend the one-on-one financial coaching that included personal beliefs and lack interest in addressing finance issues or reluctance to talk about money. People may feel distrust and question institution staff motives for helping someone who doesn't have money or good credit already. Only a couple of people have accepted to participate in the financial coaching. This process creates a bit of a gap to reach people. Other programs reach the gap by hosting a parents' night to meet all the participants. Only one of the four participant respondents went back to Guadalupe Credit Union, and it was to attend the coaching meetings. Respondents mention childcare as a challenge, even for those who have not attended the financial coaching or financial literacy class.

The Guadalupe Credit Union staff did note that once a client overcomes that initial barrier and attends one session, even for 20 minutes, the staff are able to create a connection and can successfully engage them for subsequent sessions.

	Yes	Number
Was your one-on-one financial coach patient?	100%	1
Was your one-on-one financial coach respectful?	100%	1

Group financial literacy class

While the financial literacy class had not been implemented prior to the evaluation, home visiting and financial institution staff provided insight into expected challenges that the participants may face. Financial institution staff have addressed scheduling challenges by arranging group sessions in different areas and at different times. Home visiting staff and financial institution staff identified potential challenges related to proximity to their home, childcare, working schedules, and transportation. The staff have invited clients to sessions in the early morning, mid-day, and after work without success. The respondents' reported lack of interest may also prove a challenge to implementing the financial literacy courses (Table 3).

Table 3. Which statement best applies to you?

	Percent
I have taken financial literacy classes in the past	0%
I have not taken any financial literacy classes, but have been wanting to or needed to take some.	0%
I had no interest in taking the financial literacy class.	100%

N=4



While the survey sought feedback on the financial literacy group training, only one person reported having participated in this activity. The respondent mentioned that they had a preference for shorter trainings than the half hour ones they participated in. The number of respondents giving feedback on the financial group training is higher than the number of respondents reporting to have attended group training. Therefore, the feedback may not be reliable (Table 4). This indicates that the participants may be confusing one-on-one financial coaching sessions, Home Visiting sessions, and/or financial literacy group trainings. This indication is supported by the interview answers. Some participants answered questions specifically related to one-on-one financial coaching, financial literacy group trainings, and overall program questions with information related solely to the Home Visiting program. The feedback does show that the Guadalupe Credit Union staff successfully scheduled a convenient time for the participants, and the participants reported they would recommend the class.

Table 4. Participant Survey: Financial Literacy Group Training Feedback

	Yes	Number
Was the financial group training time and day convenient for you?	100%	2
Would you recommend your family and friends to take a financial literacy class?	100%	2

Interviewee-Suggested Program Improvements

Staff members at collaborating organizations suggested a range of potentials areas for improvement. Some suggested changes are not viable during COVID, but may be beneficial in the future. Overall, collaborating entities mention working together to create a marketing/outreach plan, as the partner entities have experience in marketing programs and maintaining the engagement of the local population in rural New Mexico. Prosperity Kids staff would make this possible, as collaborators reported that the staff are readily available, quick to answer, easy to communicate with, and willing to work through items that come up.

Interviewed collaborators suggested that Prosperity Kids provide a physical introductory enrollment packet with a folder, or at least flyers, for the Home Visitors would be beneficial to inform all participants of the program details, required documentation, and set clear expectations may improve the initial engagement and outreach. People are more willing to keep a folder with the program information than a single sheet of paper, because it acts as a reminder that they have the account over the long term. Additionally, an introductory workshop can set clear expectations of what is



required from the participants, including documentation and participation in coaching and class activities. The financial institution has seen success with this process of implementation with other youth programs, such as the Head Start program.

To improve attendance, Credit Union have suggested offering gift cards, as has been done with other school programs. The financial institution has planned for a child play corner so that parents can take turns participating. The greatest challenge is getting the participants in through the door initially. This challenge is not specific to this program; Previous evaluation with another organization offering a financial education support suggested the most people in this demographic have little interest in having conversations about credit. The Credit Union staff demonstrate confidence in engaging participants once they have the initial connection for coaching. For ongoing participation, Credit Union staff suggested upgrade current classes for information on credit, as well as considering the possibility of doing webinars.

DETAILED OUTCOME RESULTS

Three Home Visiting programs in Española Valley enrolled a total of 26 participants in the Española Prosperity Kids Program (Table 5). The collection of enrollee information is inconsistent. Therefore, it was difficult to determine with certainty any other information beyond the enrolled member numbers.

Table 5. Number of Participants

Program	Number of Enrollees
Youth Development Inc / CYFD Visitation Programs	11
Family First Presbyterian First Born Program	8
Las Cumbres Community Services	7
Total	26

Four participants shared their input through a survey and follow-up interview.

- 100% opened a matched savings account for their child before the interview, and one received personal financial coaching and group financial literacy class.
- None of them preferred services in Spanish
- Half of the respondents moved their homes one or two times.
- All reported that home visits would work better for them if the length of each visit...“stayed the same”



- None of the respondents experienced difficulties with participating in the Home Visiting program
- Two of the participants described trying to save money while living from paycheck to paycheck as their largest struggle in terms of financial health

The action of going to the bank to open a matched savings account had the additional goal of leading participants through the process of doing business with a bank, with the hope that it will reduce any current fear or reluctance in working with financial institutions. This activity resulted in mixed results. A quarter of respondents reporting learning something new about how savings accounts work or learning anything new about how to do business with a bank (Table 6). Half the respondents reported not having a clear understanding of how the matched savings accounts work. These results suggest that staff need to modify their explanation about the program and the savings account to clarify the process for the participants.

Table 6. Participant Survey: New knowledge related to doing business with a bank

	Yes	No	I don't know
Did you learn anything new about how savings accounts work	25%	50%	25%
Did learn anything new about how to do business with a bank?	25%	50%	25%
Do you now have a clear understanding of how the matched savings accounts work?	50%	25%	25%

N=4

Participants found the financial support to be generally helpful. However, some of the participants self-report that they did not participate in the activities for which they gave feedback.

Table 7. Participant Survey: Encouragement felt from program activities

	Encouraging	Discouraging	A little of both	I don't know
I found the group financial trainings about saving for college...	67%	0%	0%	33%
I found the one-on-one financial coaching...	100%	0%	0%	0%
I found saving for my child's college...	100%	0%	0%	0%

N=3



Feedback on outcomes resulting from the personal financial coaching show conflicting results. that the coaching may be providing new information and/or changing some participants’ management of finances. One respondent for the questions related to personal financial coaching (Table 8) reported not receiving new knowledge or changing their feelings towards finances. However, interviewed participants did state that the value that financial coaches add include making the participants “feel comfortable with even just making very small deposits”. These mixed results will be clarified as more people engage in personal financial coaching.

Table 8. Participant Survey: Personal financial coaching outcome

	No
Did you learn anything new from your personal financial coach?	100%
Has the financial coaching changed how you feel about finances?	100%

N=1

Staff members also noted encouraging results in some instances related to one-on-one coaching. For example, one was able to successfully engage a participant by showing them who credit works and illustrated how their specific situation was not as dire as they thought before the session. The participant completed homework tasks and became very optimistic and positive by the following session. In another instance, a participant had a noticeable increase in credit awareness and actively used online tools to gauge their credit.

Attitude, Behavior, Aspirations

All the participants reported feeling confident (50%) or very confident (50%) that savings plans and behaviors will allow them to send their children to college. 75% agreed and 25% of respondents strongly agreed that “adults in the family have equal access to bank accounts”.

The respondents report positive attitudes about future college plans for their children. Two thirds of the respondents reported changing intentions to sending their children to college after starting the Prosperity Kids Program, and all of them reported having the goals for their children to attend college (Table 9). 75% of the respondents had some type of savings accounts prior to opening the matched savings account. The percent of respondents with a household budget increased from 33% before enrolling in the program to 100% at the time of the survey.



Table 9. Participant Survey: Having a savings account, intentions for college, and a household budget.

	Yes	No	I don't know	N
Did you have any type of savings accounts prior to opening your child's matched savings account?	75%	25%	0%	4
Do you have a goal for your child to attend college?	100%	0%	0%	4
Have your intentions to save for college changed after being in the Prosperity Kids program?	67%	33%	0%	3
Do you have a budget now?	100%	0%	0%	4
Did you have a budget before enrolling in this program?	33%	67%	0%	3

Success in reaching the goal of having a financial support to attend college requires more than opening an account. This program incorporated financial coaching to encourage the parents to be actively engaged in saving practices. 75% of respondents reported thinking about saving money specifically for their child's education between once a once a month and daily (Table 10).

Table 10. Participant Survey: About how often do you think about saving money specifically for your child's education?

	Never	Once a year or less	About once a month	Weekly	Daily	N
About how often do you think about saving money specifically for your child's education?			25%		75%	4

The survey asked the frequency with which participants think about saving money and the frequency with which they have conversation regarding budgeting and saving before and after being in the program. Table 11 and Table 12 show the shift in frequency. The green squares show a shift to higher frequency. The results show that at least half respondents increased the frequency with which they thought or talked about saving and budgeting.

Table 11. Participant Survey: About how often do you think about saving money before and after being in the program?

	Before	After	Never	Once a year or less	About once a month	Weekly	Daily
Never							
Once a year or less						25%	
About once a month							25%
Weekly							
Daily							50%

N=4

Table 12. Participant Survey: About how often do you have conversations regarding budgeting and saving before and after being in the program?

	Before	After	Never	Once a year or less	About once a month	Weekly	Daily
Never							
Once a year or less							
About once a month						67%	
Weekly						33%	
Daily							

N=3

The next steps after opening a matched savings account include budgeting, saving, and making bank deposits. Table 13 shows that all respondents thought about saving money in the accounts and 75% were able to put in any quantity into their account. It should be noted that these results are self-reports from participants who have not been in the program more than a few months.



Table 13. Participant Survey: Which scenario best describes your ability to put money into your matched savings account since you opened it?

	Percent
I successfully set aside the money quantity that I planned to put into the matched savings account	25%
I successfully set aside some of the money quantity I planned to put in the matched savings account.	25%
I collected loose change or dollar bills and put them into the matched savings account	25%
The money coming into my household and our expenses made it impossible to put any extra dollars into my match savings account	25%
I have not, yet, started thinking about putting money in the matched savings account	0%

N=4

Matched Savings Account Value

There is a unanimous agreement regarding the matched savings account value (Table 14). The matched savings account represents a tangible possibility of attending college (Table 15). All respondents reported that the matched savings account for their children add value to their families. Three of them mentioned that it adds value specifically for the child to go to college. One of them mentioned that it makes them be deliberate about putting money in the account, include Christmas money. The emergency savings accounts were equally useful, although the respondents did not give specific examples. The fourth respondent had not yet opened the emergency savings account.

Table 14. Participant Survey: Savings Accounts Value

	Yes	N
Has a matched savings account for your child added any value to your family?	100%	4
Have you found the emergency savings account useful?	100%	3

Table 15. Participant Survey: Hope for college in the future.

	Yes	N
Do you believe you can afford to send your child to college?	100%	4
Do you believe your child will go to college?	100%	4



While the participants mention the specific value to their children, the Credit Union staff see it also as an entry way to provide wrap-around services, even referrals to partners, to help improve the overall quality of life. One staff member mentioned the financial education portion as being key, stating that, “If we could get every single one to participate in financial education, we would see neat things. See them become auto and homeowners and obtain more affordable loans. Financial education is a huge aspect”.

Two of the 4 respondents reported that the child savings account was the biggest benefit from participating in the program. One mentioned the Home Visiting support as being the biggest benefit to prepare better for the arrival of their child. The information they learned and applied includes saving and making small deposits to their bank accounts, as well as patience in working with their children (from the Home Visiting program). None of the respondent identified information they learned and not yet applied.

Address of financial needs

Financial literacy components are numerous, and related participant needs and situation are even more so. The Prosperity Kids program goals of supporting children who would not otherwise have the opportunity to attend college to do so begins with meeting the current household financial literacy needs. Table 16 shows that the program has effectiveness in meeting the financially-related needs of participants who have been in the program for a few months or less. Half the respondents reported that the program addressed their need to learn to open a bank account. While the percent of respondents who reported “completely” for each of the questions may not be more than 100%, the alternate numbers indicate that the respondents may not be interested in a particular topic or may already have that knowledge prior to entering the program, and their topic was therefore, not a need for them. The table does indicate two potential areas for improvement: knowledge about saving opportunities for children and budgeting.



Table 16. Participant Survey: Please rate the extent to which each part of the program addressed your specific needs.

	Completely	Adequately	Not Very Well	Not at all	Does not apply to me/ I have no interest	N
Familiarizing yourself with a bank facility	25%				75%	4
Learning to open a bank account	50%				50%	4
Learning about saving opportunities for my children	33%			33%	33%	3
Learning about budgeting	33%	33%		33%		3
Home visits	50%	50%				4

CONCLUSION

The Prosperity Kids program is a community-based programs that seeks to raise the socio-economic status of the communities with which it works. People and entities unite to solve problems in community-based programs, as Prosperity Works has done with multiple Home Visiting Programs and the local Guadalupe Credit Union to insert itself into the local community. The collaboration and buy-in from its partners is complete, and the partners incorporate the protocols that Prosperity Kids seeks to implement to address local challenges independently and simultaneously.

The Home Visiting programs and Credit Union staff demonstrate acute understanding of the historical, current challenges that their communities face, and proactively work to mitigate the effects of those challenges, working to build trust and relationship with their client, including those participating in the Prosperity Kids Program.

The collaborators pushed forward and enjoyed some success in program enrollment and participation in financial coaching engagement leading to behavior change despite implementation challenges that included staff turnover and the COVID pandemic.

As the program moves forward, it would benefit from changes that address implementation process.



Prosperity Works successfully earn local trust and works with capable partners. However, despite the hard work of building relationships, behind the scenes nature of PW functions more like an outside organization. To achieve functioning as a local intervention, Prosperity Works may wish to consider hiring a local person, even a contractor, to manage solely the Prosperity Kids program to market, enroll, educate, and guide the participants through the program process. The Home Visiting staff and Credit Union staff are very capable, caring, and empathetic. They run supportive programs that align with the values and protocols of Prosperity Kids, but would benefit from more in-situ support. The presence of a Prosperity Kids-specific contractor may address several challenges that all partners currently face by:

- Reducing the marketing and enrolling workload on overburdened Home Visitors
- Educate participants on the program processes, expected participant benefits, document requirements, and commitment prior to or at the beginning of establishing a relationship with the Credit Union
- Reduce the data reporting responsibilities for Home Visiting and Credit Union staff while improving the data collection for Prosperity Works

The data available made it impossible to understand whether the Prosperity Kids programs encourages Home Visiting participants to continue engaged in their respective Home Visiting programs. This initial evaluation results indicate, however, that with the suggested adjustments and continued implementation, the participants and their families may experience long term benefits from their engagement with the Española Prosperity Kids collaborating entities.

EVALUATION METHODS

This formative evaluation used interview-based qualitative methods to describe the implementation and the effectiveness of the Prosperity Kids program with the Home Visitor program. Evaluators semi-structured interviews to obtain feedback on the activities.

The outcome evaluation planned to use:

- Survey and interview-based qualitative questions.
- Analysis of enrollment and continued participation data
 - Prosperity Kids prepared program-related data collection with the necessary variables to analyze to answer the initial research



The original evaluation plan included the survey and interview of a random sample of participants (Table 17). However, the low participant numbers translated to an interview of all participants at the time of survey and interview implementation.

Table 17. Participant Survey: Number of planned vs. number interviewed stakeholders.

Planned interviews	Planned Interviews	Completed Interviews
Participants	12	4
Home Visitors	4	1
Bank Financial Coach	1	1
Bank Operational Staff	1	1

Limitations

The evaluators interviewed and a smaller subset of participants and relevant staff than anticipated due to the lower participating numbers. The participant surveys were also limited in numbers. Additionally, staff and participants had not yet undergone the program activities. If the respondent had not, yet, undergone the activity, the evaluator asked for knowledge-based opinions on applicable questions. While the respondents may not have experienced the specific activities, participant respondents are still the best informed about their situation and potential challenges. Local staff, as well, have at least some past experience in supporting the communities in the area and have an understanding of challenges that families may face locally.

Programmatic Data collection did not provide enough information for an appropriate analysis at the time of the evaluation. While all the appropriate variables are included, the data input is sporadic. This evaluation may be updated once additional data is collected for all the necessary variables.